

**NEW ENGLAND LABORERS'/CRANSTON PUBLIC SCHOOLS
CONSTRUCTION CAREER ACADEMY
BOARD OF DIRECTORS MEETING**

July 6, 2012

9:00 A.M. Executive Session

Public Session Immediately Following

4 Sharpe Drive

MINUTES

This meeting of the NEL/CPS Construction Career Academy was held on the above date in the conference room with the following members present: Chairman Traficante, Ms. Bedford, Mr. Cardi, Ms. Larkin, Dr. Leone, Mrs. McFarland, Mr. Balducci (in place of Mr. Nero), and Mr. Sabitoni. Absent was Mr. Rampone.

Chairman Traficante called the meeting to order at 9:05 a.m. Executive Session was not necessary. The roll was called; a quorum was present. Members of the Board introduced themselves to Dr. Burns.

PERSONNEL

RESOLUTION

No. 07-1-12 – Resolved, that at the recommendation of the Executive

**Director, said certified personnel be appointed as Assistant Principal:
(Financial Impact Analysis attached).**

Rosemary Burns

Effective Date: August 1, 2012

A motion to approve this resolution was made by Mr. Cardi and seconded by Mrs. McFarland. Discussion –

Mr. Curran stated – I am very pleased to bring before the Board our candidate for the role of Assistant Principal here at the Construction and Career Academy. As you know we approved this position back in mid-winter and knew that going forward we were going to have to put this position in to accomplish the objectives that we have to do as a school and I thank you for your continued support for that position. We have done an exhaustive search going back a couple of months now and I have been involved in many, many interviews with the Central Office for this position and am very pleased that I have before you today Dr. Rosemary Burns who is as you can see from her resume (see handout #1) is well-experienced and practiced in the area of education, specifically in areas where we are going to have to focus on going forward in the next two to three years. Rosemary is in a position at RIDE of Secondary Redesign Specialist and has worked in many of the areas we have been talking about in terms of what we need to do to improve our schools and of course in three years' time come back to RIDE and get re-chartered for a five year stint at that point. We have many challenges that lie ahead of us; as a school our

staff is ready and equipped to do this work but they do need somebody to work with them in areas of special development and areas of recruiting. The rigor in this school, certainly some of the protocols that we need to establish in this school to make this happen. You know that Mr. Traficante and I have been having discussions recently with RIDE and members of that department to determine what it is we need to do exactly as a school and have some very good direction to go in but we need to make that work. We need to flush out that plan and come back on September 1 and begin the very difficult work that lies ahead of us. Throughout the entire process of course the board will be involved in that and will be apprised of all the things we have to do and will progress monitor with you as we do that. Rosemary is exactly the person we need to do this work based upon her skill sets coming out of RIDE. She has been with RIDE for a number of years and in addition to the fact that she has experience in all these areas she will be a tremendous liaison for us because she knows all the players at RIDE. They have tremendous respect for her work and I think this is going to really enhance our involvement with RIDE as we work through the next 2 or 3 years with their departments. I am very pleased that she was interested in coming to do this work for us as you know this is a daunting challenge. We really have two years to make some significant strides in this school because in two years' time RIDE will be back to do their review of us and make decisions about us for that third and subsequent years so we have a short window to accomplish a lot of work and I am just so pleased as the executive director to know that

Rosemary will be working alongside me to make this happen. So I bring her to you today as the candidate and if anyone have any questions?

Mr. Traficante asked Mr. Votto to explain the extent of the contract. Mr. Votto stated – it is a three year administrative contract, three years as recommended by Mr. Curran the Executive Director. (The breakdown is attached to these minutes.)

Ms. Larkin asked – basically the position is going to be strictly for curriculum or curriculum and student management. Mr. Curran stated – both so we can capitalize on Rosemary's skills.

At this point the vote was taken and all were in favor.

Dr. Burns stated – I would like to address that (Ms. Larkin's question). When Mr. Curran and I were talking and obviously my most recent history is focused on the learning part, that piece. However, learning spans this much larger whole child/whole person. When we were discussing the job I made it a point to say that I need very much to be involved in strategically thinking about behavior and how that is enhancing student engagement and learning. Unless we really know our students personally and tend to them as whole people, we can get them to memorize a bunch of stuff but they won't really learn so I think it's very important that I am involved in that part too. I am very excited to be here. I cannot tell you what an opportunity it is to come

to a place where there is so much to do with students who are so deserving everything that we have and every opportunity to really learn their place in the world and really recognize what they have to offer and develop a sense of confidence and self that is based on real achievement and thank you very much for giving me that chance. I promise you that I will work my butt off and I am going to be looking for your support and to Dennis for his leadership and mentorship but the reason why I am here is because of the dedication that I am recognizing coming from here to do the work and the commitment from the district to really move forward.

Dr. Leone stated – as a citizen I think we are very lucky to have you and I think this school has enormous potential. I am happy to hear you talk about the whole person but how does one convince the world that there is evidence about development of the whole person beyond the simple evidence of a test score? Dr. Burns replied – you just do it. Let me talk about it. The very last thing I am doing at RIDE, because right now it is my job to increase the scores across the state. It can be done and it has to be done strategically. You have to think about what the test is asking and if you understand, the mathematics piece for example, what it is asking of students, it's really complicated. It's about concepts, vocabulary and it's about skills. It's about recognizing which concepts, which skills to pull off the shelves to apply. That takes a lot of energy to figure that stuff out. If we don't have students who are open-minded to do that it's not going to work. There's absolutely no evidence of research anywhere that it will work

over a sustained period of time and so when we think about the students that come here without knowing them really well, knowing who they are, knowing what their strengths and weaknesses are, not just what they did this weekend, but what makes them tick, what is going to engage them, what is really interesting to them and developing trust. I spent a lot of years in high schools so by the time kids get to be 14-19 they've developed very interesting ways of coping, not always positive and they're pretty well developed and they protect themselves so you have to develop that trust. That's what we need to do as a community here when we get to know students.

Dr. Leone stated – but I have had on occasion to go out to the construction classroom here in the back of this building and I have four degrees and do not have a clue what those kids are doing. Those kids know; they are smart. They may have some social issues but they're really very bright kids. But I still see higher ed, elementary, secondary, define achievement on the basis of test scores. How do we get test scores objective data in its place? Ms. Larkin stated – to go one step further with that – define a teachers' certification based on test scores. We all know all kids don't fit into that. Dr. Leone continued – we need to define achievement. How do we convince the outside world that there is a standard measurement beyond a single test score whether it's an SAT score, LSAP, or whatever? I know this is a type of question that really doesn't have an answer. Dr. Burns replied - it does. It's one measure, it's not the whole measure of the

student and it's an important measure and we have to make sure that student who is putting in the drop ceiling – there is a very strong likelihood that that student may want to do other things as well so we have to make sure that when we are teaching them those things, those kind of courses, that they really recognize the mathematics that is in there, that they really recognize and they can talk about the mathematics that they are doing at that time, that measurement and all of the steps so that they can continue to learn. I am sure that you see it in your industry, there are things that people can do and they could do it ten years ago and come in and grow. Technology is coming in and they need to have other skill sets and they need to be able to continue to learn. So the test is only one score. I do not think it defines the person and it doesn't define what a person knows for sure completely but it is an important external measure. How am I doing compared to and we need some of that. It helps, it's important but it's not the measure of the whole student and the reality is that our students need to do better in that measure and I believe; I have every belief that those students can do it. That they are completely able to do it, they need to be taught in a variety of different kind of ways. It is in their best interest.

Mr. Sabitoni stated – Rosemary, I face a lot of the same challenges at the Academy for laborers. We have individuals who come to our site that maybe have a high school education, yet they are still are going to be required to pass very rigorous exams put out by OSHA, EPA or whatever entity governs that facet of construction that we are

certifying them it and it is a shame because those tests don't really reflect the skills that our members have. For 40 years the Laborers have been successful in training our members to do the job, to work safely, to work productively. However, when it comes to testing that's where we struggle and it is a difficult balancing act that we carry when we want to try to spend as much time as we can to teach them the hands-on skills they need to a productive and safe member yet we still have to hammer home those test elements that may not be practically used in the worksite but are part of the exam. We need to stay focused here on our goal which is to produce productive members of society, whether it be World of Work, whether it be Laborers, but with the standards of the NECAP scores we have our work cut out for us. It's going to be difficult balancing act. It seems you are the right person at the right time so welcome aboard.

Mr. Traficante stated – I know I can speak for Dennis. We are in the crosshairs of RIDE. We have had several meetings with them. They have made it very clear about what we have to do. We have a very short window to get it done so I am delighted to see Rosemary on board because we've been speaking a long time about have full-time administrators in this building, both as a director and an assistant director and its finally come to a reality and we have Rosemary who has special skills so I am delighted to see you on board and we expect great things from you.

Adjournment

A motion to adjourn was made by Mr. Sabitoni; seconded by Dr. Leone. All were in favor.

The next scheduled meeting will be August 21, 2012 at 12 noon at the Charter School.

Respectfully submitted,

Michael A. Traficante

Chairperson

Administrator's Compensation Schedule

Fiscal Year 2012-2013

NAME	POSITION	SCHOOL	ANN	SALARY
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HEALTH	DENTAL	LIFE	PENSION	SURV
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BEN	OASDI	MEDICARE	TOTAL	Fringe Sal & Fringe
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Burns, Rosemary	Ass't	Principal	Charter	87,411.00	16810	1105	33
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12,307	96	0	1267	31,619	119,030		
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Administrator's Compensation Schedule

Fiscal Year 2013-2014

NAME	POSITION	SCHOOL	ANN	SALARY					
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HEALTH DENTAL LIFE PENSION SURV

BEN OASDI MEDICARE TOTAL Fringe Sal & Fringe

Burns, Rosemary Ass't	Principal	Charter	87,411.00	18491	1182	33	13,050	96	0	1267	34,120	121,531
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Administrator's Compensation Schedule

Fiscal Year 2014-2015

NAME	POSITION	SCHOOL	ANN									
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SALARY HEALTH DENTAL LIFE PENSION SURV

BEN OASDI MEDICARE TOTAL Fringe Sal & Fringe

Burns, Rosemary Ass't	Principal	Charter	87,411.00	20340	1300	33	13,793	96	0	1267	36,829.92	124,241
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